**5th grade Unit 2 Non Fiction Reading and Essay Writing**

Start Date: 9/20/11 End Date: 10/21/11

**UNIT OVERVIEW:**

**This unit focuses on developing strategies to support students in reading and writing non-fiction.** **In reading, students will** **use non-fiction text structures** (time order, problem/ solution, compare/contrast, description, & cause and effect) **to support their comprehension of non-fiction texts.**

**In writing, students develop essays with clear thesis statements and use evidence to support their arguments.**

**ESSENTIAL QUESTIONS:**

**What non-fiction text structures do authors use in NF books and why?**

**Why aren't all non-fiction books written the same way?**

**How can an author use text structures from NF reading in our own writing?**

**As an author, how do I use NF text structures to present a position?**

**STUDENTS WILL KNOW/UNDERSTAND...**

**...organizational structure and genre language can help them understand text and locate information.**

**...strategies to infer unfamiliar words from context and expand vocabulary.**

**...how to make predictions and draw conclusions in nonfiction texts.**

**...how to locate and paraphrase main ideas and details in nonfiction texts.**

**(In Writing)**

**...develop clear compelling thesis statements and use evidence to support their arguments.**

**...take a position on an issue and write persuasively to convince readers.**

**...offer possible solutions to address an issue.**

**STANDARD ADDRESSED**

**Standard 1: Students read and understand a variety of materials.**

**Standard 2: Students write and speak for a variety of purposes and audiences.**

**Standard 3: Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization and spelling.**

**Standard 4: Students apply thinking skills to their reading, writing,speaking, listening and writing.**

**Standard 5: Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources.**

**BODY OF EVIDENCE:**

**Reading: Non-Fiction text structure Pre-Test. Students match text structure stickies to copies of actual NF text. Can students identify text structures in context?**

**Writing: Pre-Test prompt...Write an essay about an health issue you care strongly about with evidence.**

**Formative assessments:**

**Observation notes**

**Conferences**

**Summative Assessments:**

**READING: post-test which will be the same task as the pretest matching NF text structures with actual text examples**

**WRITING:**

**Final published essays**

**Scored with Rubric developed during Unit**

**PERFORMANCE ASSESSMENT--REAL WORLD APPLICATION:**

**Students create a class Health Awareness/Issue Book and send copies to Jeremy Vann in DPS Health & Wellness Department.**

**INTERDISCIPLINARY CONNECTIONS:**

**Writing: Their essays can be based on issues/opinions about health related issues**

**Content: Science--Human Body Systems: Nervous, Respiratory, Circulatory**